

FCHD 6070: Family Theories

Fall 2016

Tuesday 3:30 – 6:00pm - FCHD WEST

Instructor: Kay Bradford, PhD, LMFT
Office: 108 FCHD West
Office Hours: By appointment. Walk-ins are welcome.
Telephone: (435) 797-5454
E-mail: k.bradford@usu.edu

Course Description:

Critical review and assessment of theories in family research, along with construction and application of family theory.

Prerequisite: FCHD 2400 or equivalent.

Course Objectives: By the end of this course you will be able to:

1. Understand basic paradigms in social sciences,
2. Understand the concepts and propositions of family theories,
3. Understand conceptually how empirical knowledge is created,
4. Understand and describe the reciprocal relationships between theory and research,
5. Engage in inductive and deductive thinking about couples and families, and
6. Apply these modes of thinking to proposed empirical testing.

Required Text:

Smith, S.R. & Hamon, R.R. (2012). *Exploring family theories* (3rd Ed.). New York, NY: Oxford.
Additional articles provided through Canvas.

Recommended Texts:

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th Ed.). Washington, D.C.: American Psychological Association.

Locke, L.F., Silverman, S.J., & Spirduso, W.W. (2009). *Reading and understanding research* (3rd Ed.). Thousand Oaks, CA: Sage.

White, J.M. & Klein, D.M. (2008). *Family theories* (3rd Ed.). Thousand Oaks, CA: Sage.

Course Structure

This is a graduate seminar. As instructor, I act as a guide and resource rather than lecturer/sedative. You are responsible to be prepared to discuss all of the readings for all class periods. The success of the seminar will depend on the quality of work that we do together. This course helps you to think in sophisticated ways about how family theories and research can be used to solve real problems.

Course Policies

Attendance, Punctuality, and Participation (15 points)

- *Attendance:* I allow one absence during the semester. If you must miss class, please contact me as soon as possible. Typically, *class members with more than one unexcused absence will not be eligible for the grade of "A" in the course.*
- *Punctuality:* Everyone (myself included) may be late on rare occasions. Any class member with a *pattern* of being late will not be eligible for the grade of "A."
- *Participation:* Through reading and discussion, you will learn to formulate and articulate ideas, have respectful exchange, and to critically evaluate your ideas and those of others.

Participation: Points

15 — Full attendance. Balanced, knowledgeable participation and active listening; demonstrated preparation; followed discussion as new ideas emerged; regularly contributed insights that enhanced the learning of others; respectful engagement.

10 — Full or partial attendance. Modest oral participation in discussions; demonstrated only partial preparation of the readings; occasional insights that enhanced others' learning; appeared only modestly engaged in ideas.

5 — Partial attendance. Little participation in discussions; ideas were related to topic(s) but were personal, not rooted in readings.

0 — Partial or low attendance. Little or no generative participation in discussions; did not stay on topic; disrespectful engagement with other students and professor.

Honor Code

Practice academic honesty by citing appropriately the ideas and sources you use. Use APA format to do so. Upon admission to the university, you agreed to abide by this Honor Code by signing the Honor Pledge, which reads: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." Cheating on exams or plagiarism will result in a failing grade and may result in further action according to University policy. <http://www.usu.edu/student-services/student-code/article6.cfm>

Special Needs

Students with ADA-documented physical, sensory, emotional or medical needs may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.

Prizing and Prejudice / Grievance

Awareness and clarification of world-view is a foundational to this course. Thoughtful expression of in-the-moment experience is encouraged, as is searching persistently for the best in each other. Please talk to me during class or out of class (as appropriate) if issues arise. Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: See the USU Catalog:

<http://catalog.usu.edu/content.php?catoid=6&navoid=1080&hl=%22grievance%22&returnto=search>

Course Schedule

Revised 8.30.2016. Subject to further revision.

WEEK	TOPIC	READINGS
8/30/2016	Intro to theory	
9/6/2016	Paradigms, Theory, and Research	Barton & Bishop (2014) Knapp (2009) Smith & Hamon, Introduction
9/13/2016	Symbolic Interactionism	Smith & Hamon Ch. 1 + sample LaRossa & Reitzes (1993)
9/20/2016	Family Development Theory Quiz 1 (SI & FD)	Smith & Hamon Ch. 3 + sample Lazsloffy (2002)
9/27/2016	Family Stress Theory	Smith & Hamon Ch. 4 + sample Malia (2006) OR Boss (2004)
10/4/2016	Family Systems Theory Quiz 2 (Fam Stress & Fam Systems) Get Topic Approved for 10.18	Smith & Hamon Ch. 5 + sample Becvar & Becvar (2006) – Chapter 3 (other chapters are optional)
10/11/2016	Theorizing about Race/Ethnicity	Anderson (2015) Burton et al. (2010) Lee & Zhou (2014)
10/18/2016	Midterm: Test/Compare Theories	Midterm Group Presentations
10/25/2016	Human Ecological Theory	Smith & Hamon Ch. 6 + sample Rosa & Tudge 2013
11/1/2016	Conflict Theory Quiz 3 (Ecological; Conflict)	Smith & Hamon Ch. 7 + sample Byron (2005) Optional: White & Klein Ch. 7
11/8/2016	Social Exchange Theory	Smith & Hamon Ch. 8 + sample Cropanzano & Mitchell (2005)
11/15/2016	Feminist Family Theory Quiz 4 (SET; Feminism) Draft due to editor (editor=last name <i>after</i> yours)	Smith & Hamon Ch. 9 + sample Palkovitz et al (2014)
11/22/2016	Happy Thanksgiving! No Class. Draft due back to author & me.	No Class
11/29/2016	Biosocial Theory	Smith & Hamon Ch. 10 + sample Johnson et al (2013)
12/6/2016	Future and Use of Theory	White & Klein Ch. 10 Daly (2003)
12/13/2016	Final Paper Due on Canvas	

Requirements

1. Applied Annotated Bibliographic Citations* (5 x 11 weeks = 55 points)

Write an annotated bibliographic citation for each chapter and reading. **Do an AB for each Sample Reading, as well as each chapter.** A.B.s are due *at the beginning* of class on the day the reading is scheduled. Submit on *Canvas*.

HOW TO DO AN AB:

- Condense the content of the chapter or article into a paragraph or so,
- Add or integrate critical thought and commentary,
- Give each bibliographic citation a grade, based on your personal evaluation.

*See example in the Appendix. ABs are 5 points for each day's total readings.

You may skip 1 AB during the semester – for 11 (rather than 12) total. Do all 12 if you want an opportunity for the extra points (5 possible).

2. Class Discussion (10 points + 10 points = 20)

For each theory we discuss, one student will serve as an **Evaluator**, a second as a **Methodologist**, and a third as a **Practitioner**. Each student will serve 2 times total during the semester (choose **2** roles that best fit your future career). Focus on the Smith & Hamon theory chapter. [We may not have all 3 roles on some days].

Your discussion is your Smith & Hamon chapter AB for that day.

Evaluator: Your role is to help the class see the theory's strengths and weaknesses and to provide an overall assessment of how good the theory is.

Methodologist: Your role is to help the class understand how the theory has been **and/or might be** used in research studies.

Practitioner: Your role is to identify how the theory has been **and/or could be** used for applied purposes (e.g., policy, family life education, therapy, etc.).

During class, the Evaluator, Methodologist, and Practitioner will each have a 15-minute turn at guiding class discussion. You can opt to work with the other students that day to coordinate and synergize the discussion.

For each role, you will share with the class and turn in to me:

- Three questions over the assigned reading material (or previous class discussion) that you think students should know. Please also include *answers* to those questions. The questions should not be multiple choice, true-false, fill-in-the-blank, or one-word responses. Rather, ask open-ended questions that require students to show an understanding of the theory. The questions should generate discussion.
- Prepare by reading a scholarly article you locate on your own. This can be an empirical article that uses the theory we discuss that day, or a conceptual article.
- A handout (or PowerPoint) that summarizes your presentation. Include a reference list at the end that lists your extra reading.

Each class discussion is worth 10 points. Your score is based on thoroughness and accuracy, your ability to engage the class, your creativity in thinking of ways that the theory can be evaluated or used in research or practice, how well the material is discussed in class, and the relevance and usefulness of the article chosen for presentation.

3. Quizzes (5 points x 4 = 20)

There will be brief in-class quizzes at the beginning of class every other week. The quiz will cover the Smith & Hamon chapter on the theory covered *on the previous week* as well as that day's theory (not on the sample reading or the supporting reading). Multiple choice/short answer.

4. Midterm & Presentation-Discussion (25 points)

Select a family studies topic (with my approval). Choose a theory we covered **prior to the midterm**. Find at least 3 articles related to your topic that help explain, support, or dismiss concepts or propositions of your chosen theory. Individually, write a paper (roughly 6 pgs. in the body) about the topic. Use your three articles, and the sample articles, to *describe how the main tenants of the theory are supported or not by the studies*.

Be explicit. Clearly describe how the empirical findings (a) illustrate the theory's concepts, and (b) how the empirical findings either **support** or **disconfirm** the theory's tenants. Cite appropriately. *Explain clearly how the findings illustrate theoretical mechanisms. Be detailed.*

Tips:

- Choose empirical articles **published in the last decade**, generally.
- Use quotations sparingly, if at all.
- Construct a main thesis, then support it. Don't just describe each article.
- Use APA style format (6th edition).
- Ensure your paper is clear, well-organized, and without errors.
- Briefly define your terms.

Presentation: Work together in small groups of 3 with those studying the same theory. Present to the class for 10 + 5 minutes (15 total) on 1 theory with 3 topical illustrations (i.e., each person uses their own topic to 'test' theoretical ideas).

5. Final Paper (30 points)

Using the same instructions as the midterm, choose 2 of the theories we covered **after the mid-term**. Find 4 articles related to your topic that help explain, support, or dismiss concepts or propositions of your chosen theory (e.g., at least 2 article for each theory). Write a paper about the topic, focusing on how theory is supported or not. Use your four articles, and the sample articles in the text as appropriate, to *describe how the main tenants of the theory are supported or not by the studies*. Finally, spend the last page (roughly 1 page) to briefly propose a professional application relevant to your topic (e.g., propose a research study, a course of family life education, a family therapy intervention). 6-7 pages in the body. You may choose the same topic you had for the midterm, but choose new empirical articles.

6. Scholarly Review (10 points)

Professionals are often asked to review scholarly papers. This exercise is designed to give you the experience of reviewing, and it should help improve your final project. Each class member will serve as editor for another person –assigned alphabetically– on the Final papers. You will give your paper to your editor, and receive one to edit yourself. To the

best of your ability, make grammatical and content-related suggestions throughout the paper.

- Is the writer using strong topic sentences, and building their own arguments for each paragraph? (If the writer is merely explaining what an article said without making their own points and linking these points to theory, you need to re-direct them).
- How effectively is the writer using empiricism to support or refute theoretical concepts?
- *I give credit to the editor if s/he does not receive a draft from the author.*

Instructions:

1. Submit your draft to me in ASSIGNMENTS in Canvas.

2. AND, submit your draft to your editor by email.

- Your editor is the person whose last name is just below yours.
- Send your paper to your editor by Tuesday; YOUR SUBMISSION OF YOUR ASSIGNMENT ON CANVAS IS HOW I WILL TRACK THAT. Obviously if you don't have your draft in, your editor can't edit. Thus, ***I have to count the editing assignment as late (20% per day) per day the draft is late to the editor.***

Your editing will give you insights into others' work.

Paper Criteria

Use these criteria to edit. All papers should be doubled-spaced, follow APA 6th Ed, and have an accurate reference list.

- a) Accuracy and thoroughness in writing (30%). Author demonstrates knowledge of the subject matter and discusses issues in sufficient depth.
 - b) Integration, synthesis and analysis of material (30%). Author shows critical thinking about the subject matter and appropriately integrates a variety of sources.
 - c) Clarity, organization, adherence to APA style (30%). Author shows proficient writings skills (grammar, structure, etc.) Appropriate for professional writing.
 - d) Creativity and applicability (10%). Author produces a unique assignment identifying new ideas; the work represents cutting-edge issues in the field.
- Please submit assignments on time. I take 20% off for each business day an assignment is late.

Grading

Attendance/participation	15
ABs	55
Class Discussion [10 + 10] =	20
Quizzes	20
Midterm [20 paper; 5 pres.]	25
Editing	10
Final Paper	30
Total	175

Couse Grading Scale

Points are totaled, and grades are assigned according to the **percentage** of the total possible. I round up decimals at .5 and higher; down for decimals .4 and lower.

94-100	A	77-79	C+
90- 93	A-	74-76	C
87- 89	B+	70-73	C-
84- 86	B	67-69	D+
80-83	B-	60-66	D
		<60	F

Appendix: *Sample of an annotated bibliographic citation:*

Umberson, D., Pudrovska, T., & Reczek, C. (2010). *Parenthood, childlessness, and well-being: A life course perspective*. *Journal of Marriage & Family*, 72, 612-629. doi:10.1111/j.1741-3737.2010.00721.x

The authors focus on many current trends. Recent decades show a trend toward increased childlessness and delayed childbearing (in 2000 28% of women 30-34 and 20% of women 35-39 were childless). Parents of adult children report levels of distress and well-being that are similar to those childless. The transition to parenthood is a pivotal life course transition and many studies focus on the timing. Parents of minor children report higher levels of distress than parent of adults (most likely due to the exposure of increased stressors). Single women with children were more disadvantaged across a range of health outcomes. Grandparent-headed households increased by 30% between 1990 and 2000 and approximately 5.6 million children under age 18 co-resided with their grandparents. Studies show that grandmothers who are responsible for grandchildren have decreased health. In studies, children's behavior problems contributed to mothers' depression, but not fathers' depression. Studies show that multiple family transitions increase children's risk for emotional and behavioral disturbances. Finally, relationships with children remain salient and important to parents' well-being throughout life. Emotionally close and supportive ties with adult children enhance parents' well-being. The findings were too voluminous to detail, but the authors provide an excellent overview.

Evaluation: A